

OPERATING GUIDELINES FOR SPECIAL EDUCATION QUEEN CITY ISD

<p><i>IDENTIFYING, LOCATING, AND EVALUATING INDIVIDUALS WITH DISABILITIES</i></p>	<p>Each referral of a school age student will be processed through the regular education campus Response to Intervention committee. Referrals may come from doctors, nurses, parents, teachers, and other interested individuals. If the child’s age is birth to five, or if the child is migrant, homeless, or in a nursing facility, a referral can be made at the special education office, the district administration building, or at any local campus. Special education diagnosticians and clerical staff are familiar with the procedure and can facilitate the referral process.</p>
<p><i>STUDENTS PLACED BY THEIR PARENTS IN PRIVATE SCHOOL OR FACILITIES.</i></p>	<p>Queen City ISD will locate, identify, evaluate, and reevaluate parentally placed private school children needing special education services using the same procedures as those taken in the public school. Queen City ISD will conduct an annual count on the PEIMS snapshot date to determine the proportionate share amount of the Part B funds and preschool grant funds that must be allocated to parentally placed private school children aged 3 through 21. We will consult with private schools to conduct the count. The count will include all children who have been determined by an ARD committee to be eligible for special education and related services. Once calculated, Queen City ISD will consult with representatives of private school children and then determine which children will be served and which services will be offered.</p>
<p><i>ASSIGNMENT OF SURROGATE PARENTS.</i></p>	<p>Queen City ISD shall ensure that a person selected as a surrogate parent is not: an employee of TEA, an employee of Queen City ISD, an employee of any agency involved in the education or care of the child, a person with an interest that conflict with the interest of the child.</p> <p>The training program will provide an explanation of the laws relating to: the identification of a child with a disability, the collection of evaluation and reevaluation data relating to a child with a disability, the ARD Committee process, the development of an IEP, the determination of LRE, the implementation of an IEP, the procedural safeguards, the sources that the surrogate parent may contact to obtain assistance in federal and state laws, and regulations relating to children with disabilities.</p>
<p><i>TRANSITION</i></p>	<p>Each spring Queen City ISD will provide the following information to local service agencies: age, gender, ethnicity, disability categories, and functional levels of students with ITPs.</p>
<p><i>INTENSIVE PROGRAM OF INSTRUCTION</i></p>	<p>The ARD committee, by agreement, shall design the intensive program of instruction to enable students to attain a standard of annual growth on the basis of the IEP for any student who does not perform satisfactorily on an assessment instrument.</p>
<p><i>PARENT’S RIGHT TO OBTAIN AN</i></p>	<p>Parent(s) requesting an independent educational assessment will be provided information regarding potential outside sources by the special</p>

<p><i>INDEPENDENT EDUCATIONAL EVALUATION (IEE)</i></p>	<p>education office. Examiner(s) must be appropriately certified and/or qualified. The district will limit travel to a 350 mile radius. The price will be limited to 1,500.</p>
<p><i>ASSISTIVE TECHNOLOGY</i></p>	<p>Queen City ISD promotes first using creative skills and adaptations for assistive devices when adequate information is available. The ARD committee may recommend assistive technology without an Assistive Technology Team assessment. Referral for assistive technology services should be made when essential for meeting IEP goals and more information is needed to determine what assistive technology is needed. First a student is identified by a parent, teacher, or other staff member as having an educational need for assistance to improve functional abilities or achieve a greater degree of independence. Second, the diagnostician verbally receives the need and verbally requests an AT assessment team evaluation. Team consists of speech therapist, diagnostician, and director. The diagnostician will keep a log for requests. Additional consultants may be required. Within 30 days the team reviews all available information and an assessment report is written and given to the diagnostician for review. The diagnostician will then schedule an ARD meeting. The ARD committee will meet to address the AT assessment and suggested recommendations. The ARD committee document will reflect all approved services and equipment necessary to provide a free, appropriate public education.</p>
<p><i>DISCIPLINARY REMOVALS</i></p>	<p>IEP services will continue to be provided while a student is in ISS or AEP with either the student leaving the punitive placement to receive services or a special education teacher delivering services in the punitive placement.</p>
<p><i>ELIGIBILITY OF PRESCHOOL CHILDREN FOR IDEA B SERVICES</i></p>	<p>Infants and toddlers younger than 3 years of age with suspected developmental delay: Children referred before their third birthday for possible developmental delay who have not been served by ECI will be referred to “Region VIII ECI” within two working days of the receipt of the referral. An assessment will be completed within 45 calendar days from the date the referral is received.</p> <p>Children referred for services close to third birthday and not previous served by ECI: If some documentation of disability exists and eligibility can’t be determined by third birthday, the ARD committee will temporarily place until eligibility can be determined by the ARD. The eligibility will be established within appropriate timelines.</p> <p>Children previously enrolled in an ECI program: Children participating in ECI will be referred, with parental permission, to the special education office 90 days prior to their third birthdays to allow time for assessment and ARD meetings. Services will begin to eligible children on the third birthday. The 90 day referral will follow the 120 day face-to-face visit of the parent and school district.</p>

	<p>Infants and toddlers younger than 3 years of age who have vision and auditory problems: Queen City Special Education is available to provide services to infants and toddlers birth to three years of age with identified hearing and/or vision problems. These children will be co-served with the ECI program from Region VIII ESC. ECI will be service coordinators and will retain eligibility folders for these children. Assessment reports by teachers of the visually impaired or teachers of the hearing impaired will be sent to ECI within 30 days of having received the referral from ECI. These infants and toddlers who are eligible to receive AI/VI services while still enrolled in ECI will receive a minimum of 48 weeks of services from the AI/VI staff in a year.</p> <p>Children ages 3-5 years of age who have not previously been served under IDEA B: Queen City ISD will initiate the ARD process to ensure compliance with all timelines pertaining to referral, evaluation, and initiation of services.</p>
<i>TRANSFERRING STUDENT RECORDS</i>	When a student was previously enrolled in Queen City ISD, the special education office will furnish a student's special education records without parental consent to the new school district. Records will be sent within five days of a verbal or written request.
<i>ESY SERVICES</i>	The need for ESY will be determined on an individual student basis by the ARD committee and documented from formal and/or informal assessment provided by the District or the parents.
<i>IMPLEMENTATION OF THE INDIVIDUALIZED EDUCATION PLAN</i>	A form entitled "Regular or Special Education Teacher Request for Further Consideration of the Student's IEP" will be available from each special education teacher. This may be filled out by any teacher involved in the student's instruction or by "The Team" to consolidate input.
<i>SERVICES TO VISUALLY IMPAIRED STUDENTS</i>	Queen City ISD provides special education services to children with visual impairments. School staff assigned to work with the children will have prompt and effective resources available through: <ul style="list-style-type: none"> (A) cooperating agencies in the area; (B) the Texas School for the Blind and Visually Impaired; (C) the Central Media Depository for specialized instructional materials and aids made specifically for use by students with visual impairments; (D) sheltered workshops participating in the state program of purchases of blind-made goods and services; and (E) related sources
<i>CONFIDENTIALITY</i>	Karen Tromza, Director of Special Education, will be responsible for ensuring the confidentiality of any personally identifiable information. Queen City ISD will provide training regarding the policies and procedures to all individuals using or collecting personally identifiable information.
<i>CHILD FIND CONTACT</i>	Karen Tromza will be the child find contact for Queen City ISD.

